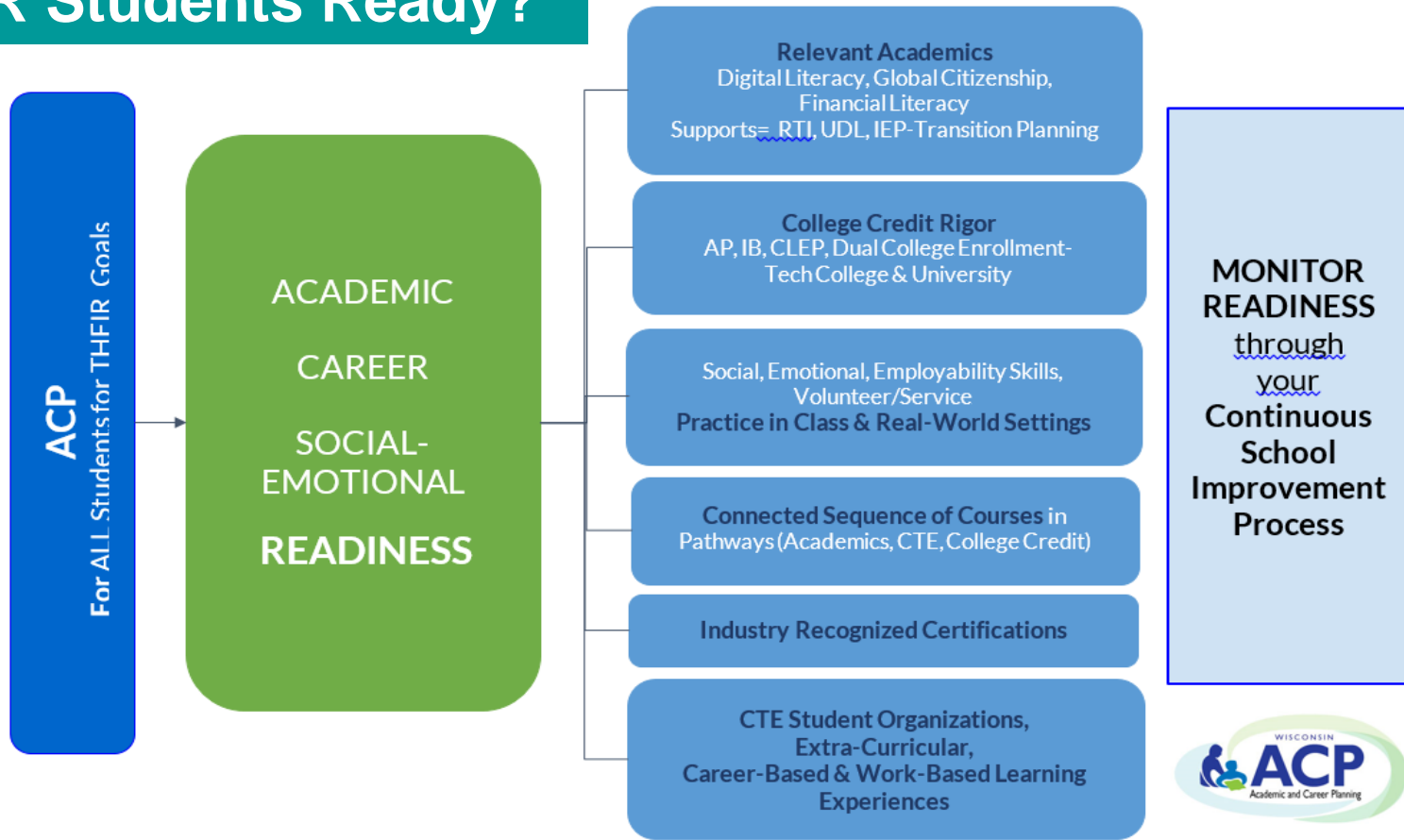


# Quality Career Pathway Elements

In Secondary Settings



# Are OUR Students Ready?



# ACP for EACH student

## Academic & Career Planning (ACP)

**WHAT:** PROCESS and a PLAN

**WHO:** For EACH student

**WHY:** Informed consumers of education & training needed to achieve goals

**HOW:** Required Grade 6-12 district service delivery plan to infuse career awareness, exploration, development into curriculum



# From Explore to Plan/Go in Career Pathways

- For many students, the ACP process leads naturally to a career pathway.
- In K12 education, a career pathway is a series of connected career and technical education and training opportunities that move seamlessly into **MULTIPLE postsecondary options** for a specific career area (work, apprenticeship, technical college, university)

**Continue Exploration! Start the Plan & Go!**

**ALL while in HS!**



# Quality Components of a Career Pathway

A quality **high school career pathway**:

**\*Is High-Skill, High-Demand** and includes

1. Sequence of career and technical education courses
2. Industry-recognized credential (IRC)
3. **\*Work-based learning experience (WBL)**
4. Dual enrollment opportunity
5. Career and technical student organization (CTSO) participation

# Labor Market Information (LMI)

- **What is LMI?**
  - Quantitative or qualitative data and analysis related to employment and the workforce.
  - Helps to make informed plans, choices, and decisions for business investment, career planning and preparation, education and training offerings, job search opportunities, and hiring and workforce investments.

# Labor Market Information (LMI)

- **What is available in LMI?**
  - Employment Statistics
    - ✓ Occupations
    - ✓ Industry
  - Projections and trends
  - Population and Demographics

# How do I know if its high-skill, high-demand ?

## LMI- Essential Questions

1. What industry sectors are projected to grow the most in our local area as well as in the state?
2. What are the emerging jobs in each CTE area for which we should be preparing students? What skills will they need in the future?
3. How do we use the LMI to align programming to emerging occupations and future skills? Where are the biggest gaps? How can we work with employers, postsecondary, and community partners in our region to fill these gaps?



# 1. What industry sectors are projected to grow the most in our local area as well as in the state?

- Industries Projections
- Occupational Projections
  - Hot Jobs Dashboards by State and WDA

Definition: Hot Jobs are high projected growth occupations that must meet the following criteria: (1) *Median salary must be above the state median*; (2) *Percentage change must be greater than the state average*; and (3) *Have the most projected openings*

2. What are the emerging jobs in each CTE area for which we should be preparing students? What skills will they need in the future?

3. How do we use the LMI to align programming to emerging occupations and future skills? Where are the biggest gaps? How can we work with employers, postsecondary, and community partners in our region to fill these gaps?

- [LMI](#)-DPI webpage
- 16 [Career Clusters](#) Reports
- [Understanding Wisconsin's Job Outlook](#) Publication
- [Skill Explorer](#)
- [WisConomy Educator Toolkit](#)

- **New WI Work-Based Learning Guide to be published in 2020**
- Comprehensive
- Aligned to Perkins definitions
- Establishes local quality criteria
- Supports data collection and accountability
- More information for legal considerations



# ACP CBLEs vs WBL

Potential ACP career-based learning experiences (CBLEs) fall on a spectrum that consists of 2 levels of student/school/employer engagement.

- **Career-Based Learning Experiences (CBLEs)**- The collective set of Academic and Career Planning, business-connected experiences and opportunities that allow K12 students to participate in career awareness, career exploration and/or career development.
- **Work-Based Learning Experiences (WBLs)**- WBLs are a subset of CBLEs that meet the required Career and Technical Education (CTE) federal Carl D. Perkins V (Perkins V) legislated definition for quality and rigor.

In essence, all WBLs are CBLEs; but not all CBLEs are WBLs.

# Quality Criteria per Perkins V

- Sustained interactions with industry or community professionals
- In real workplace settings, as practicable, (or simulated environments at an educational institution
- That foster in-depth, firsthand engagement with the tasks required in a given career field
- That are aligned to curriculum and instruction



## NEW: WI Quality Criteria to be a WBL

- Minimum of 90 hours
- Training agreement between the student, employer/business, and school that defines the roles and responsibilities
- Regular, periodic oversight and interactions with business employers or community members from the industry
- At workplace sites, some limited exception
- Progressive outline of training and tasks
- School ensures mechanism for worksite and classroom connections and reflection.
- School ensures student is taking related classes

# WBL Types

## GOLD STANDARD:

State Certified: YA & State Skill Standards Co-Op

Others **Possible** IF meet Quality Criteria!!!

- Local Co-op/Internships
- SAEs, Simulations, SBEs, Simulations, Student Businesses (Entrepreneurial)
- Basic/Remedial Work Release/Credit Recovery

# Estimated Timeline

- **Draft final (April 2020)**
- Out for Expert Review (May 2020)
  - Review by DPI CTE Ed Consultants
  - Review by CESA ACP Coordinators
  - Formatting for publication
- Public Input on Guidance (June-July 2020)
- Publication (August 2020)





## 2 Types of Pathways: Local vs Regional

- **Local career pathways (LCPs)** – Developed by an individual district or a CTE consortium of districts.
- Local LMI & Employer support to implement
- Good alternative when a RCP is not available.
- **Regional career pathways (RCPs)** – Developed by a collaborative of partners: Employers, Educators, Regional Schools & Colleges, within a regional economic development area.
- Reduces duplication of effort.
- Capacity to reach more students & support more schools when efforts shared among regional partners.

# State Expansion

CESA Partners



**WISCONSIN**  
REGIONAL ECONOMIC DEVELOPMENT PARTNERS



# Statewide RCP Expansion Goals

- **Year One (2020-2021) Goal**= To create the infrastructure necessary for regional career pathway development.
- **Year Two (2021-2022) Goal**= To engage and promote students to access, participate, and complete regional career pathways.
- **Year Three (2022-2023) Goal**= To ensure access and equity are addressed in regional career pathway access, participation, and completion with an emphasis on Special Populations.

# For More Information

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